KENTUCKY DEPARTMENT OF EDUCATION
STAFF NOTE

Review Item:

Extended School Services (ESS) Program

Applicable Statute or Regulation:

KRS 158.070, 704 KAR 3:390

History/Background:

Existing Policy. The Kentucky Education Reform Act (KERA) included language requiring the provision of **"continuing education"** that later became known as "Extended School Services (ESS)." KRS 158.070 requires that extra instructional time be provided beyond the regular school day, school week, or year for students who need additional time to achieve learning outcomes. Funding is provided to support these services. ESS programs take many forms including after-school instruction, evening sessions, Saturday sessions, summer programs, and daytime waiver programs. The times of the programs may vary, depending on students' needs and the availability of qualified instructors.   The schedule for ESS program models is flexible enough to serve a wide range of students with differing needs; however, it is necessary to ensure that all students are selected by priority of greatest need.

In October 2008, a regulatory change was approved allowing districts more flexibility in applying for the daytime waiver programs. Districts are now permitted to house the information from the application in their Comprehensive School Improvement Plan (CSIP) in lieu of completing and submitting the entire daytime waiver application. If they choose this option, districts must complete a short statement indicating where in the CSIP the information is located so that KDE educational consultants can review the program in terms of legislative requirements prior to the program's actual approval by the Commissioner.

Below are charts providing trend data for ESS programs and data on the number of students tested as compared to the number/percent in ESS.

Trend Data for ESS Programs (Table 1.1)

Table 1.1

	2004	2005	2006	2007	2008
Total # Students Served	153,531	121,744	144,294	157,802	117,604
Service Times (Top 2 service times by number of students served)	After School: 114,042 Daytime: 19,100	After School: 79,315 Daytime: 24,575	After School: 91,799 Daytime: 37,502	After School: 96,811 Daytime: 47,856	After School: 71,310 Daytime: 36,713
Service Content Areas (Top 2 service content areas by number of students served)	Writing: 67,392 Reading: 63,254	Reading: 55,690 Writing: 50,596	Reading: 69,166 Writing: 66,236	Math: 88,109 Reading: 76,729	Math: 69,610 Reading: 56,321

Grade Level Served (Top 3 grade levels by number of students served) *	4th (17,061) 9th (15,941) 7th (14,396)	4th (14,296) 9th (13,063) 5th (11,945)	4th (16,469) 9th (14,596) 5th (14,042)	4th (16,401) 8th (15,592) 5th (15,103)	4th (11,781) 8th (11,742) 9th (11,143)
Ethnicity Totals	White: 129,300 Afri-Am: 18,717 Hispanic: 2,537 Asian/Pac: 862 Am. In/Alask: 322 Other: 1,716	101,699 15,185 2,402 741 222 1,489	119,182 18,718 3,307 825 214 2,058	128,279 19,974 3,903 1,023 214 2,613	103,941 6,829 2,324 571 156 1,684

Comparison Between Students Tested and ESS Populations By Grade Level
(based on 2007 test data and 2007 ESS data) (Table 1.2):

Table 1.2

Grade Level	Number of students tested	Number of students in ESS	% Students tested who participated in ESS
4th	49,020	16,401	33%
5th	48,180	15,103	31%
6th	48,659	12,933	27%
7th	49,362	15,802	32%
8th	49,398	15,592	32%
9th	49,188	13,063	27%
10th	• Test data not reported	11,919	*
11th	44,415	9,590	22%

- Please note, these totals are based on 2007 data, before the recent ESS budget cuts. Current year data is expected to be much lower.

Current Program Work

KDE program consultants are currently working on several projects to improve aspects of the ESS program on the state level and for the districts as follows.

- Work began in October 2008 to convert information regarding the Daytime ESS waivers (applications, evaluations, etc.) into an online model so that the information could be better accessed for analysis. This work is ongoing and is scheduled to be completed in July of 2009.
- In light of the data entry process that is occurring, production is almost complete for on-line, automated forms for all ESS applications, evaluations, etc. This on-line model will allow for more expedient access to ESS data in all forms. The online format has been designed and is pending full approval.
- Finally, an updated ESS Program and Planning Guide is currently in production; this planning guide will be a comprehensive online resource for districts and schools and will guide all areas of ESS planning. It is scheduled to go live in the Summer of 2009.

Policy Issue(s) and Options:

Kentucky's ESS programs have been subject to substantial financial cuts in the last several years, resulting in a loss of services for the most academically challenged students served in the school districts. ESS funds are one of the five Flexible Focus Funds in which districts are permitted flexibility in distribution. As a result, some districts have less money to spend on ESS than initially distributed by the state once decisions are made within the district regarding funding uses. As one of the school programs through which Tier 2 and Tier 3 level interventions are delivered, most schools and districts are making very difficult choices in order to maintain the most effective program possible to address the academic needs of their students.

- In many cases, the ESS programs are being limited to out-of-school time (OST) programs without transportation; some districts are able to offer daytime waiver programs in addition.
- As transportation is often the most significant cost the school or district faces, it becomes the first line item to be cut in many programs, resulting in a dramatic reduction in the number of students the program can serve as many students have no source of individual transportation.
- Many counties are eliminating summer school options, or only offering summer school programs as credit recovery for graduation and retention numbers.

A thorough analysis of five years of ESS data has revealed some inconsistencies. One example of this is the change to the reporting codes for ESS service results that were made in the 07-08 school year. The new descriptors are very subjective and do not give a good indicator of student achievement. Staff would like to revise the reporting descriptors to ensure that we are collecting the most effective feedback possible on the success and outcomes of ESS programs.

Impact on Getting to Proficiency:

Additional support is key to improving the learning of struggling students.

Groups Consulted and Brief Summary of Responses:

A brief survey was offered to all district level ESS coordinators. Responses were received from 79 of 176 coordinators. Information from this survey is included as an attachment to this staff note.

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Interim Deputy Commissioner   **Interim Commissioner of Education**

Date:

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